

Math – Third Grade

First Quarter 2024-2025

Week 1...Aug. 5-9... Number Sense Routines & Place Value Understanding

3.NBT.A.4 Read and write multi-digit whole numbers (less than or equal to 100,000) using standard form, word form, and expanded form (e.g., 23,456 can be written as 20,000 + 3,000 + 400 + 50 + 6).

Diagnostic Screener – Set-up problem solving and number sense routines that are ongoing for the year.

Week 2...Aug. 12-16...Topic 1 Understand Multiplication and Division of Whole Numbers

3.OA.A.1 Interpret the factors and products in whole number multiplication equations (e.g., 4×7 is 4 groups of 7 objects with a total of 28 objects or 4 strings measuring 7 inches each with a total length of 28 inches).

3.OA.A.2 Interpret the dividend, divisor, and quotient in whole number division equations (e.g., $28 \div 7$ can be interpreted as 28 objects divided into 7 equal groups with 4 objects in each group or 28 objects divided so there are 7 objects in each of the 4 equal groups).

3.OA.A.3 Multiply and divide within 100 to solve contextual problems, with the unknown in any positions, in situations involving equal groups, arrays/area, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division (e.g., contexts including computations such as $3 \times ? = 24$, $6 \times 16 = ?$, $? \div 8 = 3$, or $96 \div 6 = ?$). (See Table 2 - Multiplication and Division Situations).

Connect: 3.OA.B.5

Week 3...Aug.19-23... Topic 2 Multiplication Facts: Use Patterns

3.OA.A.3 **Multiply** and divide within 100 to solve contextual problems, with the unknown in any positions, in situations involving equal groups, arrays/area, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division (e.g., contexts including computations such as $3 \times ? = 24$, $6 \times 16 = ?$, $? \div 8 = 3$, or $96 \div 6 = ?$). (See Table 2 - Multiplication and Division Situations).

3.OA.B.5 Apply properties of operations as strategies to **multiply** and divide. (Students need not use formal terms for these properties.) Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known (commutative property of multiplication). $3 \times 5 \times 2$ can be solved by $(3 \times 5) \times 2$ or $3 \times (5 \times 2)$ (associative property of multiplication). One way to find 8×7 is by using $8 \times (5 + 2) = (8 \times 5) + (8 \times 2)$. By knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, then $8 \times 7 = 40 + 16 = 56$ (distributive property of multiplication over addition).

Connect: 3.OA.A.1, 3.OA.D.9, 3.OA.C.7

Week 4...Aug. 26-30... Topic 2 Multiplication Facts: Use Patterns

3.OA.A.3 **Multiply** and divide within 100 to solve contextual problems, with the unknown in any positions, in situations involving equal groups, arrays/area, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division (e.g., contexts including computations such as $3 \times ? = 24$, $6 \times 16 = ?$, $? \div 8 = 3$, or $96 \div 6 = ?$). (See Table 2 - Multiplication and Division Situations).

3.OA.B.5 Apply properties of operations as strategies to **multiply** and divide. (Students need not use formal terms for these properties.) Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known (commutative property of multiplication). $3 \times 5 \times 2$ can be solved by $(3 \times 5) \times 2$ or $3 \times (5 \times 2)$ (associative property of multiplication). One way to find 8×7 is by using $8 \times (5 + 2) = (8 \times 5) + (8 \times 2)$. By knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, then $8 \times 7 = 40 + 16 = 56$ (distributive property of multiplication over addition).

Connect: 3.OA.A.1, 3.OA.D.9, 3.OA.C.7

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First Quarter 2024-2025 Continued

Week 5... Sept. 2-6... Topic 3 Apply Properties: Multiplication Facts for 3,4,6,7,8

3.OA.B.5 Apply properties of operations as strategies to **multiply** and divide. (Students need not use formal terms for these properties.) Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known (commutative property of multiplication). $3 \times 5 \times 2$ can be solved by $(3 \times 5) \times 2$ or $3 \times (5 \times 2)$ (associative property of multiplication). One way to find 8×7 is by using $8 \times (5 + 2) = (8 \times 5) + (8 \times 2)$. By knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, then $8 \times 7 = 40 + 16 = 56$ (distributive property of multiplication over addition).

3.OA.C.7 Fluently **multiply** and divide within 100, using strategies such as the properties of operations or the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$). By the end of 3rd grade, know all products of two one digit numbers and related division facts.

Connect: 3.OA.A.1, 3.OA.A.3, 3.OA.D.9

Week 6...Sept. 9-13...Topic 3 Apply Properties: Multiplication Facts for 3,4,6,7,8 cont.

Topic 4 Use Multiplication to Divide: Division Facts

3.OA.B.5 Apply properties of operations as strategies to **multiply** and divide. (Students need not use formal terms for these properties.) Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known (commutative property of multiplication). $3 \times 5 \times 2$ can be solved by $(3 \times 5) \times 2$ or $3 \times (5 \times 2)$ (associative property of multiplication). One way to find 8×7 is by using $8 \times (5 + 2) = (8 \times 5) + (8 \times 2)$. By knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, then $8 \times 7 = 40 + 16 = 56$ (distributive property of multiplication over addition).

3.OA.C.7 Fluently **multiply** and divide within 100, using strategies such as the properties of operations or the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$). By the end of 3rd grade, know all products of two one digit numbers and related division facts.

Connect: 3.OA.A.1, 3.OA.A.3, 3.OA.D.9

Week 7...Sept. 16-20...Topic 4 Use Multiplication to Divide: Division Facts

3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers within 100. For example, determine the unknown number that makes the equation true in each of the equations: $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.

3.OA.B.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Connect: 3.OA.A.2, 3.OA.A.3, 3.OA.C.7

Week 8...Sept. 23-27...Topic 4 Use Multiplication to Divide: Division Facts

3.OA.B.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known (commutative property of multiplication). $3 \times 5 \times 2$ can be solved by $(3 \times 5) \times 2$ or $3 \times (5 \times 2)$ (associative property of multiplication). One way to find 8×7 is by using $8 \times (5 + 2) = (8 \times 5) + (8 \times 2)$. By knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, then $8 \times 7 = 40 + 16 = 56$ (distributive property of multiplication over addition).

3.OA.D.8 Solve two-step contextual problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (See Table 1 - Addition and Subtraction Situations and Table 2 - Multiplication and Division Situations)

3.OA.D.9 Identify patterns in a multiplication chart and explain them using properties of operations. For example, in the multiplication chart, observe that 4 times a number is always even (because $4 \times 6 = (2 \times 2) \times 6 = 2 \times (2 \times 6)$, which uses the associative property of multiplication) or, for example, observe that 6 times 7 is one more group of 7 than 5 times 7 (because $6 \times 7 = (5 + 1) \times 7 = (5 \times 7) + (1 \times 7)$, which uses the distributive property of multiplication over addition). (See Table 3 - Properties of Operations).

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First Quarter 2024-2025 Continued

Week 8...Sept. 23-27...Topic 4 Use Multiplication to Divide: Division Facts

3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the properties of operations or the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$). By the end of 3rd grade, know all products of two one digit numbers and related division facts.

3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers within 100. For example, determine the unknown number that makes the equation true in each of the equations: $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.

Connect: 3.OA.A.3, 3.OA.B.6

Week 9...Sept. 30-Oct. 4...Topic 5 Use Multiplication to Divide: Division Facts

3.OA.A.3 Multiply and divide within 100 to solve contextual problems, with the unknown in any positions, in situations involving equal groups, arrays/area, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division (e.g., contexts including computations such as $3 \times ? = 24$, $6 \times 16 = ?$, $? \div 8 = 3$, or $96 \div 6 = ?$). (See Table 2 - Multiplication and Division Situations).

3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the properties of operations or the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$). By the end of 3rd grade, know all products of two one digit numbers and related division facts.

3.OA.D.8 Solve two-step contextual problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (See Table 1 - Addition and Subtraction Situations and Table 2 - Multiplication and Division Situations)

3.OA.D.9 Identify patterns in a multiplication chart and explain them using properties of operations. For example, in the multiplication chart, observe that 4 times a number is always even (because $4 \times 6 = (2 \times 2) \times 6 = 2 \times (2 \times 6)$, which uses the associative property of multiplication) or, for example, observe that 6 times 7 is one more group of 7 than 5 times 7 (because $6 \times 7 = (5 + 1) \times 7 = (5 \times 7) + (1 \times 7)$, which uses the distributive property of multiplication over addition). (See Table 3 - Properties of Operations).

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Second Quarter 2024-2025

Week 1...Oct. 14-18...Topic 5 Fluently Multiply and Divide within 100

3.OA.A.3 Multiply and divide within 100 to solve contextual problems, with the unknown in any positions, in situations involving equal groups, arrays/area, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division (e.g., contexts including computations such as $3 \times ? = 24$, $6 \times 16 = ?$, $? \div 8 = 3$, or $96 \div 6 = ?$). (See Table 2 - Multiplication and Division Situations).

3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the properties of operations or the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$). By the end of 3rd grade, know all products of two one digit numbers and related division facts.

3.OA.D.8 Solve two-step contextual problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (See Table 1 - Addition and Subtraction Situations and Table 2 - Multiplication and Division Situations)

3.OA.D.9 Identify patterns in a multiplication chart and explain them using properties of operations. For example, in the multiplication chart, observe that 4 times a number is always even (because $4 \times 6 = (2 \times 2) \times 6 = 2 \times (2 \times 6)$, which uses the associative property of multiplication) or, for example, observe that 6 times 7 is one more group of 7 than 5 times 7 (because $6 \times 7 = (5 + 1) \times 7 = (5 \times 7) + (1 \times 7)$, which uses the distributive property of multiplication over addition). (See Table 3 - Properties of Operations).

Week 2...Oct. 21-25...Topic 6 Connect Area to Multiplication and Addition

3.MD.C.5a Understand that a square with side length 1 unit, called "a unit square," is said to have "one square unit" of area and can be used to measure area.

3.MD.C.5b Understand that a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.C.6 Measure areas by counting unit squares (square centimeters, square meters, square inches, square feet, and improvised units).

3.MD.C.7a Find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths.

3.MD.C.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $(b + c)$ is the sum of $(a \times b)$ and $(a \times c)$. Use the area models to represent the distributive property in mathematical reasoning. For example, in a rectangle with dimensions 4 by 6, students can decompose the rectangle into 4×3 and 4×3 to find the total area of 4×6 . (See Table 3 - Properties of Operations)

Connect: 3.OA.A.3, 3.OA.A.4, 3.OA.C.7, 3.MD.C.7.b

Week 3...Oct. 28 -Nov. 1...Topic 6 Connect Area to Multiplication and Addition

3.MD.C.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.

3.OA.A.3 Multiply and divide within 100 to solve contextual problems, with the unknown in any positions, in situations involving equal groups, arrays/area, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division (e.g., contexts including computations such as $3 \times ? = 24$, $6 \times 16 = ?$, $? \div 8 = 3$, or $96 \div 6 = ?$). (See Table 2 - Multiplication and Division Situations).

Connect: 3.OA.C.7, 3.MD.C.7.a

Week 4...Nov. 4-8...Topic 7 Represent and Interpret Data

3.MD.B.3 Draw a pictograph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in graphs.

Connect: 3.OA.A.3, 3.OA.D.8

Math – Third Grade

Second Quarter 2024-2025 Continued

Week 5...Nov. 11-15... Topic 8 Use Strategies and Properties to Add and Subtract... (Begin Volume 2)

3.OA.D.9 Identify patterns in a multiplication chart and explain them using properties of operations. For example, in the multiplication chart, observe that 4 times a number is always even (because $4 \times 6 = (2 \times 2) \times 6 = 2 \times (2 \times 6)$, which uses the associative property of multiplication) or, for example, observe that 6 times 7 is one more group of 7 than 5 times 7 (because $6 \times 7 = (5 + 1) \times 7 = (5 \times 7) + (1 \times 7)$, which uses the distributive property of multiplication over addition). (See Table 3 - Properties of Operations).

3.NBT.A.1 Round whole numbers to the nearest 10 or 100 using understanding of place value and use a number line to explain how the number was rounded.

3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Connect: 3.OA.D.8, 3.OA.C.7

Week 6...Nov. 18-22...Topic 8 Use Strategies and Properties to Add and Subtract

3.OA.D.9 Identify patterns in a multiplication chart and explain them using properties of operations. For example, in the multiplication chart, observe that 4 times a number is always even (because $4 \times 6 = (2 \times 2) \times 6 = 2 \times (2 \times 6)$, which uses the associative property of multiplication) or, for example, observe that 6 times 7 is one more group of 7 than 5 times 7 (because $6 \times 7 = (5 + 1) \times 7 = (5 \times 7) + (1 \times 7)$, which uses the distributive property of multiplication over addition). (See Table 3 - Properties of Operations).

3.NBT.A.1 Round whole numbers to the nearest 10 or 100 using understanding of place value and use a number line to explain how the number was rounded.

3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Connect: 3.OA.D.8, 3.OA.C.7

Week 7...Nov. 25-26...Topic 9 Fluently Add and Subtract Within 1,000

3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Connect: 3.OA.D.8, 3.OA.C.7, 3.NBT.A.1

Thanksgiving Week

Week 8...Dec. 2-6...Topic 9 Fluently Add and Subtract Within 1,000 Cont.

3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Connect: 3.OA.D.8, 3.OA.C.7

Week 9...Dec. 9-13...Topic 10 Multiply by Multiples of 10

3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Connect: 3.OA.D.8

Week 10...Dec. 16-20...Topic 10 Multiply by Multiples of 10

3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Connect: 3.OA.D.8

Math – Third Grade

Third Quarter 2024-2025

Week 1...Jan. 7-10...Topic 11 Use Operations with Whole Numbers to Solve Problems

3.OA.D.8 Solve two-step contextual problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (See Table 1 - Addition and Subtraction Situations and Table 2 - Multiplication and Division Situations)

Connect: 3.NBT.A.2, 3.OA.C.7, 3.MD.B.3, 3.NBT.A.2

Week 2...Jan. 13-17...Topic 12 Understand Fractions as Numbers

3.G.A.2 Partition shapes into parts with equal areas. Recognize that equal shares of identical wholes need not have the same shape. Express the area of each part as a unit fraction of the whole.

3.NF.A.1 Understand a unit fraction, $1/b$, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a non-unit fraction, n/b , as the quantity formed by n parts of size $1/b$. For example, $3/4$ represents a quantity formed by 3 parts of size $1/4$.

3.NF.A.3c Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. For example, express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point on a number line diagram.

Week 3...Jan. 20-24...Topic 12 Understand Fractions as Numbers Cont.

3.NF.A.1 Understand a unit fraction, $1/b$, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a non-unit fraction, n/b , as the quantity formed by n parts of size $1/b$. For example, $3/4$ represents a quantity formed by 3 parts of size $1/4$.

3.NF.A.2a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint locates the number $1/b$ on the number line. For example, on a number line from 0 to 1, students can partition it into 4 equal parts and recognize that each part represents a length of $1/4$ and the first part has an endpoint at $1/4$ on the number line.

3.NF.A.2b Represent a fraction n/b on a number line diagram by marking off n lengths $1/b$ from 0. Recognize that the resulting interval has size n/b and that its endpoint locates the number n/b on the number line. For example, $5/3$ is the distance from 0 when there are 5 iterations of $1/3$.

3.NF.A.3c Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. For example, express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point on a number line diagram.

3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units: whole numbers, halves, or quarters.

Week 4...Jan. 27-31... Topic 13 Fraction Equivalence and Comparison

3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.

3.NF.A.3b Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$) and explain why the fractions are equivalent using a visual fraction model.

3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size.

Recognize that comparisons are valid only when the two fractions refer to the same whole. Use the symbols $>$, $=$, or $<$ to show the relationship and justify the conclusions.

Connect: 3.NBT.A.2, 3.OA.C.7

Week 5...Feb. 3-7...Topic 13 Fraction Equivalence and Comparison Cont.

3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.

3.NF.A.3c Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. For example, express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point on a number line diagram.

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Third Quarter 2024-2025 Continued

Week 6...Feb. 10-14...Topic 14 Solve Time, Capacity, and Mass Problems

3.MD.A.1a Tell and write time to the nearest minute and measure time intervals in minutes. Solve contextual problems involving addition and subtraction of time intervals in minutes.

3.MD.A.2 Measure the mass of objects and liquid volume using standard units of grams (g), kilograms (kg), milliliters (ml), and liters (l). Estimate the mass of objects and liquid volume using benchmarks. For example, a large paper clip is about one gram, so a box of about 100 large clips is about 100 grams

Week 7...Feb. 17-21...Topic 14 Solve Time, Capacity, and Mass Problems Cont.

3.MD.A.2 Measure the mass of objects and liquid volume using standard units of grams (g), kilograms (kg), milliliters (ml), and liters (l). Estimate the mass of objects and liquid volume using benchmarks. For example, a large paper clip is about one gram, so a box of about 100 large clips is about 100 grams.

Connect: 3.OA.A.3, 3.OA.C.7

Week 8...Feb. 24-28...Topic 14 Solve Time, Capacity, and Mass Problems

3.MD.A.1a Tell and write time to the nearest minute and measure time intervals in minutes. Solve contextual problems involving addition and subtraction of time intervals in minutes.

3.MD.A.1b Solve one-step contextual problems involving amounts less than one dollar including quarters, dimes, nickels, and pennies using the ¢ symbol appropriately. Solve contextual problems involving whole number dollar amounts up to \$1000 using the \$ symbol appropriately.

3.MD.A.2 Measure the mass of objects and liquid volume using standard units of grams (g), kilograms (kg), milliliters (ml), and liters (l). Estimate the mass of objects and liquid volume using benchmarks. For example, a large paper clip is about one gram, so a box of about 100 large clips is about 100 grams.

Week 9...Mar. 3-7...Topic 15 Attributes of Two Dimensional Shapes

3.G.A.3 Determine if a figure is a polygon.

3.G.A.1 Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals and recognize examples of quadrilaterals that do not belong to any of these subcategories.

Connect: 3.NF.A.1, 3.MD.C.5b, 3.G.A.2, 3.OA.A.3, 3.MD.C.7b

Week 10...Mar. 10-14...Topic 15 Attributes of Two Dimensional Shapes

3.G.A.3 Determine if a figure is a polygon.

3.G.A.1 Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals and recognize examples of quadrilaterals that do not belong to any of these subcategories.

Connect: 3.NF.A.1, 3.MD.C.5b, 3.G.A.2, 3.OA.A.3, 3.MD.C.7b

Math – Third Grade

Fourth Quarter 2024-2025

<p>Week 1...Mar. 24-28...Topic 16 Solve Perimeter Problems</p> <p>3.MD.D.8 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exploring rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>3.OA.A.3, 3.OA.C.7, 3.OA.D.8, 3.NBT.A.2, 3.MD.C.7b</p>
<p>Week 2...Mar. 31-April 4...Strengthen Fluency and begin TCAP Review</p>
<p>Week 3...Apr. 7-11 ...Strengthen Fluency and continue TCAP Review</p>
<p>Week 4...Apr. 14-18...Strengthen Fluency and continue TCAP Review</p> <p style="text-align: right;">(TCAP Window Opens)</p>
<p>Week 5...Apr. 21-25...TCAP Testing</p> <p style="text-align: right;">(TCAP Window)</p>
<p>Week 6...Apr. 28 - May 2...Preparing for 4th Grade-Place Value Understanding</p> <p>4.NBT.A.2 Read and write multi-digit whole numbers (less than or equal to 1,000,000) using standard form, word form, and expanded notation (e.g. the expanded notation of 4256 is written as $(4 \times 1000) + (2 \times 100) + (5 \times 10) + (6 \times 1)$). Compare two multi-digit numbers based on meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.</p> <p>4.NBT.A.3 Round multi-digit whole numbers to any place (up to and including the hundred-thousand place) using understanding of place value and use a number line to explain how the number was rounded.</p>
<p>Week 7...May 5-9...Preparing for 4th Grade-Addition and Subtraction & Problem Solving</p> <p>Subtraction Across 0s, Adding and Subtracting with regrouping involving numbers up to 1,000,000</p> <p>4.NBT.B.4 Fluently add and subtract within 1,000,000 using efficient strategies and algorithms.</p> <p>4.OA.A.3 Solve multi-step contextual problems (posed with whole numbers and having whole-number answers using the four operations) including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity.</p>
<p>Week 8...May 12-16...Preparing for 4th Grade-Multiplication, Area, & Perimeter</p> <p>Multiplication Fluency, Area Models and Partial Products</p> <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>4.MD.A.3 Know and apply the area and perimeter formulas for rectangles in real- world and mathematical contexts. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p>
<p>Week 9...May 19-23...Preparing for 4th Grade - Fractions</p> <p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(a \times n)/(b \times n)$ or $(a \div n)/(b \div n)$ using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. For example, $3/4 = (3 \times 2)/(4 \times 2) = 6/8$.</p>